DOCUMENT RESUME

ED 199 228 SP 017 645

AUTHOR Banks, William H., Jr.
TITLE Overview of "Human Interaction in Education".
PUB DATE [78]
NOTE 12p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Communication Skills; Course Content; Higher Education; *Interaction; *Interpersonal Competence; *Preservice Teacher Education; Sensitivity Training; Student Teacher Relationship; Teacher Attitudes; Teacher Education Curriculum; Teacher Response; *Teaching Skills

ABSTRACT

A course for students of secondary education was designed to help them develop insights into human interaction and to develop and practice communication skills. It was hoped that these students would develop and practice communication skills in their daily lives, so that their chances of using them in the classroom would be improved. The class was partitioned and scheduled so that a relatively large number of students could participate in communication exercises and the teacher could interact with nearly every class member during each meeting. Video tapes introduced students to specific concepts, and a study guide was written to accompany the tapes, provide exercises, and list additional readings. The material covered in the course and the concerns of the faculty in developing the course were supported by a report which found that teacher education programs lack the human interaction element. The table of contents of the study guide is appended, as well as a list of primary and secondary references used in the class, and several role playing and classroom situation exercises. (FG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
William H. Banks
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED199228

Overview of "Human Interaction in Education"

William H. Banks
Dept. of Secondary Education
University of Louisville

Many educators -- myself included, believe that most teachers who are unsuccessful do not "bomb out" because they lack knowledge in subject matter, or because their lessons are dull. As important as the considerations are, we believe teachers more often fail because they have problems relating to their students.

> Some teachers are actually afraid of some adolescents!
> Some teachers don't know how to feel comfortable with boys and girls -- or how to help them feel comfortable with each other.
> Many teachers (many adults!) lack skills in talking with younger persons (or, for that matter, talking with anybody!).

This couse takes a look at human interaction and attempts to find answers to the question: "What goes wrong in classrooms in which teachers and students "don't get along"?

More fundamentally, the purpose of this course is to help you develop <u>insights</u> into human interaction and develop and practice communication skills needed by people who want to work and live in a more productive human climate.

from syllabus of "Human Interaction in Education"

The statement above reflects my views, and those of a number of my colleagues, after many years of working in and observing public school (and private school) classrooms. As early as 1968, when I was influenced by Everett Shostrom's <u>Man the Manipulator</u> and Haim Ginott's

Between Parent and Child, I began to make some faltering steps to teach directly to students some knowledges and specific skills in what has since come to be known as "interpersonal communication".

Units in how to communicate with students found their way into our undergraduate teacher education courses as literature on the subject became more available in the early 1970's. I was, however, unsatisfied with units and presentations that lasted only a few lessons. Developing new styles of communication -- even when thought of by the student as "possible alternatives" -- requires considerable time for "internalizing" and practice. A student must have the opportunity to be exposed to an outlook or skill in class, go out into the world, return to class, go out again into the world. . . and so on.

My opportunity to develop something more substantial came in 1976 when my colleagues and I decided that our secondary teacher education program required drastic revision. At that time we were still working with a format our predecessors had struggled to achieve twenty-two years earlier. "General Methodology" and "Introduction to Secondary Education" were crammed into a marathon five-week period followed by eleven weeks of student teaching. The immediate concern of my colleagues was that injustice was done both to student teaching and "general methodology" -- the "introduction" course had become essentially non-fuctional, and was used, in part, to introduce communication skills.

In the Summer of 1977, we began a transition to requiring a full semester of student teaching and requiring a full-blown general methods

course prior to student teaching. The "Introduction to Secondary Education"* course was scrapped and, in its place, we introduced a full-semester course in interpersonal communication. The new course came to be known as "Human Interaction in Education."

I had a year to prepare the premiere of "Human Interaction". I was convinced that my new course should feature a maximum of small-group interaction. Arbitrarily, I wanted to limit enrollment in any one section to about twenty students. This would facilitate certain kinds of communication exercises and make it possible for me to interact with nearly every class member during every meeting. I was reluctant, however, to ask my Dean to authorize limiting classes to such a small enrollment, especially when the class was a required undergraduate course (in a public institution!)

Subsequently I conceived the idea of so devising the class that, except for the first three and last two meetings of the semester, my class would be divided into two equal parts. Each half of the class would meet with me once a week. (The class is scheduled for two hour-and-a-half meetings weekly.) While one group would meet with me, the remaining half of the class would be required to engage in other activities.

---

*Other required courses in the University of Louisville secondary teacher education sequence include "Introduction to Studies in Education, "Human Growth and Development", "Special Methods in Secondary Teaching", and a one semester-hour "Seminar in Secondary Education". Enrollment in the seminar is required during the student teaching semester.

Thus, the video-tape component of "Human Interaction" was born. Since summer of 1977 six video-taped lessons (and one audio-taped lesson) have been designed to introduce students to specific ideas and concepts. The Study Guide (see Table of Contents, attached) was written to accompany the tapes, provide practice exercises, and include additional readings.

When the video and audio taped sequence has been completed students continue, for several weeks, to meet with me once weekly. The "free period" at that time is devoted to a tutoring exercise in a public or private school classroom. While the main purposes of the tutoring is to help a pupil who needs extra help and to provide our students with exposure to classrooms and students (While taking "Human Interaction" we consider students to still be in a decision-making position relative to pursuing certification) -- tutoring is also a vehicle for practicing communication skills.

The Table of Contents and sample bibliography, attached, along with the "Melange of Situations", will, I hope, provide you with a flavor of what "Human Interaction" is at the University of Louisville. For me, teaching it has been an exhilarating experience. Students have responded very favorably on confidential evaluation forms. I would like to believe that the course is valuable to them even should they choose not to enter teaching. Indeed, the emphasis in the course is "Use these skills in your life now -- it will improve the chances of your using them when you need them in the classroom."

More recently a development at the state level has implications for the course. In early 1979, the Kentucky State Department of Education commissioned a panel of educators, consistingly in large part of secondary classroom teachers, to review state requirements for secondary certification and to make recommendations. The report of the committee has evidently caught Deans of Education and Education Departments off-guard, so sweeping are the recommendations. One of the stronger points made by committee was that teacher education programs are sorely lacking in what the committee specifically refers to as "Human interaction". Not less than nine semester hours of coursework are being urged in this area. While much of the present content of "Human Growth and Development" is included in this nine hours, much of the specific content recommended by the committee reads like the syllabus of the course now existing at the University of Louisville. The report and recommendations have not at this time been acted upon, however, having been sent back to committee for "further clarification".

The video tapes used in Human Interaction were produced by the Instructional Communication Center of the University of Louisville. Initial funding for the product was a grant from the President of the University, who wished to promote a multi-media concept for delivery of instruction. I was also assisted by Mr. David Palmer of the U of L Theatre Arts and Speech Department, and by many personnel from I.C.C., who gave me more time than I had funds to repay.

References Used in Human Interaction in Education

Primary references:

Gordon, Thomas. Teacher Effectiveness Training. David McKay Co. New York, 1974. The first five chapters receive intensive attention.

Banks, William. Study Guide: Human Interaction. Non-copyright publication at the University of Louisville. The guide contains study aids to accompany video-taped materials, short articles and application exercises. Available from University of Louisville Campus Store, $3.60.

Secondary references (referred to in course, not required reading for undergraduates)

Barnes, Ellen; Berrigan, Carol; Biklen, Douglas. What's the Difference? Teaching Positive Attitudes Toward People with Disabilities. Human Policy Press, Syracuse, New York. 1978

Gibb, Jack R., "Defensive Communication", The Journal of Communication, 11:141-148, Sept. 1961.

Harris, Thomas A. I'm O.K. -- You're O.K. Harper and Row, New York, 1967.

James, Muriel and Jongward, Dorothy. Born to Win, Addison Wesley, Menlo Park, California, 1971.

O'Neill, Nena and George. Open Marriage, M. Evans and Company, New York, 1972.

Shostrom, Everett. Man, The Manipulator. Abingdon Press, Nashville, Tennessee. 1967.

Wassmer, Arthur C. Making Contact -- A Guide to Overcoming Shyness, The Dial Press, New York, 1978.

Study Guide: Human Interation

Wm H Banks

Table of Contents

Foreword. 5

Acknowledgments 9

Activity 1: "Manipulation and Actualization". 11

Activity 2: :Defensive and Supportive Communication Climates: . . . 21
There are characteristics of messages which trigger defensiveness. . .32

Activity 3: "An Introduction to Transactional Analysis" 41
Basic concepts of transactional analysis, 45
Other useful terms, 48

Activity 4: "The Dirty Dozen and Beyond 55
The Dirty Dozen, listed, 58

Activity 5: "Expressing Feeling". 67
The problem of expressing feeling in communication, 71
How the skill of "perception checking" can facilitate communication, 73

Activity 6: "Active Listening and Paraphrasing" 85
Paraphrasing -- a communication skill, 86
When communication is on a collision course, 97

Activity 7: "I messages". 99
Describing conditions or behavior -- a communication skill, 100
The clarifying response -- a communication skill, 112

Appendix

Preparing yourself to tutor, 115

Written assignment (spelled out), 117

When the student assigned to you can't read, 119

What happened when they went to the front, 121

Relating to persons with handicaps, 124

Interaction of handicapped children with "normal" students, 124
Interaction between handicapped children and teachers, 127
Making contact with handicapped, 129

Post script -- interaction with the elderly, 133

Role-plays to introduce "Defensive and Supportive Communication Climates" (Role-plays designed to occur between two people, one or two others are assigned role of observer)

Role-play 1

You are Jo: You have come home loaded down with assignements. Three big tests coming up, the material is very complicated, and you feel pretty onvious about it. No one at home when you arrive. You grab a snack and settle into your favorite chair to dig into the Philosophy text. You hear Mom, (Dad, wife, husband, whomever) park the car outside and enter the house minutes later he/she walks into the room where you are with something other than a pleasant expression on his/her face

You are Mom (or Dad, wife, husband, whomever): You managed to straighten out the house before you went to your part-time job, but there are still many things undone -- like three loads of wash and several routine errands to run. When you get home Jo has his/her nose in a book and there are crumbs on the kitchen table and dirty dishes piled in the sink that you left clean and empty. You take all this in and approach Jo.

Role-play 2

You are Lu Jones, a visitor from Hope Church evangelism team. You are visiting the Kingley home after a telephone call in which they said it was O.K. to come over. You begin the conversation by saying you want to talk about the possibility of their visiting your church at several Sunday services and at a later time considering joining the church.

You are Joe (or Josephine) Kingley: Lu Jones called by telephone, said he/she was on a visiting team from Hope Church and that he/she would like to visit with you. You said O.K. You suspect that a small church like Hope is desperately in need of money and members -- in that order -- but you are willing to let Lu visit. When Lu makes her move to get you to visit you trot out some excuses for putting it off -- invent your own, but these might help: (a) you believe a person doesn't have to attend church to be a good Christian, (b) Some of the meanest people you know are pious Christians on Sunday, (c) Sunday is the only day of the week you can get needed rest.

Observer: Listen to the dialog and note how each person expresses himself/herself to the other. Note the words as well as body movements. Does either party seem tense? Are the ways the parties talk to each other conducive to appreciation of the other's point of view, or are matters worse after the confrontation? Why?

Application exercise for "Defensive and Supportive Climate"*

Situation 2: Jerry approaches his teacher after class. "Mr. Brooks, what do you think I should do -- go to college or to vocational school?"

While Mr. Brooks continues posting grades in his role book, his only response is, "Uh-huh -- Whatever you think, Jerry -- it's your future!"

Analysis: Mr. Brooks' responses are neutral -- they come across as "not caring." The student is denied an opportunity to weigh his thoughts with a respected adult.

What might Mr. Brooks have said to come across as empathetic -- yet at the same time, how could he avoid "giving advice"?

_____

_____

_____

Situation 4: Consider the following dialog --

SUZI: I'm being taken advantage of all the time -- I offer to help when I see other employees are busy and I'm caught up; then the next thing I know everybody is unloading their jobs on me, as if they expect me to do it !

KIM: Look, do your job -- period! If you're dumb enough to do other people's work, that's your problem -- just don't bring your sad stories to me!

a) Speculate on the little "game" Suzi seems to be playing with respect to use of manipulative techniques (refer to Activity 1)

b) Analyze Kim's response with respect to defense arousal.

c) If you were Kim, how might you respond to Suzi's message in a way that is both supportive and takes Suzi out of her "game plan"?

* From Study Guide: Human Interaction Wm H. Banks, Jr. University of Louisville Bookstore. Louisville, KY 40292

A Melange of Classroom Situations and Typical Ways that Some Teachers Respond to Them Inappropriately

Discuss with your study partner why they are inappropriate, and try to come up with a better response.
Hint: Determine first who, if anybody, owns the problem.

Situation	Inappropriate response	Better response
1. While teacher is working with one group, a pupil calls out insistently "Mr. Smith! I can't do this -- come over here!"	"Never interrupt me when I'm working with a group across the room from where you are!"	
2. Trash is littered all over the room	"You are a bunch of slobs!"	
3. A kid says to you in a whining voice: "I don't know the third step in this problem."	"That's because you weren't paying attention when I was explaining it."	
4. A child comes to class late.	"How do you expect to succeed in life when you always run five minutes late?"	
5. Some pupils are talking and jostling during seat-work period.	"You people are being very discourteous.	

Situation	Inappropriate response	Better response
6. "I can't do this!"	"Sure you can!" -or- "You aren't really trying."	
7. You are dead tired from a variety of physical and psychological skirmishes of the day -- and it is your turn in the family to do dishes. You want help before you drop.	"I'm dead tired and ready to drop and nobody cares." -or- "I'll pay you a dollar to do the dishes for me." (to a younger family member	
8. You have an extremely tight schedule today. A close friend, known to be pushy and somewhat disorganized, says "I want you to stop by the dry cleaners to pick up my coat -- and by the store for a loaf of bread -- I know you won't mind since both stops are on your way."	"Who was your flunky this time last year?" -or- "If you weren't so disorganized you could do these things for yourself.:	
9. You observe Joe, a blind classmate, groping around on a table, apparently looking for something.	You pick out an object on the table you think Joe is looking for and say, "Is this what you're looking for?" -or- "Tell me what it is you're looking for and I'll help."	